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ABSTRACT

The paper describes the development of a program to meet the needs of 20 slow-to-learn developmentally delayed fifth and sixth grade students. Aspects covered include program rationale, strategy, design (including criteria for student selection and budgetary considerations), implementation (including information on individual lesson plans, structured classroom situations, and parent involvement), and program evaluation (analysis of students' math and reading achievement). It is reported that the average growth of Ss was 2 years in reading and 1.2 years in mathematics, with progress also noted for study skills and self concept. Among 12 appendixes are summaries of student scores on such tests as the Stanford Diagnostic Reading Test and the Wide Range Mathematics Achievement Test. (CL)

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MAR 7 1977

The Organization and Implementation of a Developmental Intermediate Classroom in an Open Concept School Setting to Meet the Special Needs of Selected 5th and 6th Grade Youngsters

by John J. Young[1]

Submitted in partial fulfillment of the requirements of the National Ed. D. Program for Educational Leaders, Nova University.

Introductory Practicum
Chicago II Cluster
Submitted: March 4, 1977

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ABSTRACT

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DESCRIPTORS Ability Grouping, Academic Ability, Academic Achievement, Academically Handicapped, Affective Behavior, Attitude Tests, Behavior Change, Cognitive Development, Emotional Maladjustment, Intermediate Grades, Language Development, Learning Disability, Low Ability Students, Methods, Motivation, Remedial Instruction, Self Concept Tests, Socially Maladjusted, Special Education, Student Centered Curriculum, Teaching Techniques.

ABSTRACT

The purpose of the practicum was to meet the special needs of selected 5th and 6th grade youngsters at Stone School, Addison, Il. These were youngsters who due to an educational deficiency, developmental lag, or social/emotional maladjustment were 1 1/2 to 2 years behind grade level in reading and math.

What was proposed was the organization and implementation of a Developmental Intermediate Classroom to meet the special needs of slow-to-learn children.

The practicum presented a strategy and detailed model for dealing with the slow-to-learn child. Emphasis was placed on identifying motivational and methodogical approaches which were found to be particularly effective with the above identified youngsters.

Terminal objectives were met in terms of student achievement in the cognitive areas of reading and math. The average growth of all of the youngsters in the program was 2.0 years in reading, and 1.2 years growth in mathematics.

Significant student progress in the areas of study skills, and student self-concept were also noted.

The most significant aspect of the practicum, however, was in the areas of motivational and methodological approaches found to be successful with the slow-to-learn child.

The model has been subsequently used as the basic model for three other classrooms to be organized in the District for the 1976-77 school year.

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by
John J. Young

1976

PREFACE

Special thanks must go to the classroom teacher of Stone's Development Intermediate Classroom, Mrs. Louisa Smith. Without her dedication and enthusiasm the organization and implementation of the classroom would have been a near impossible task.

J.J.Y.

STATEMENT OF PROBLEM AND PROGRAM RATIONALE

Stone School, where the practicum was conducted, is an open concept school with 666 children in grades K-6. Stone is open in both design and philosophy. The intermediate grade team found, however, that the school was not meeting the educational needs of all its children. This was particularly true at the 5th and 6th grade levels where the school's achievement test scores in reading and math were as much as two years behind grade level for certain students.

The problem was important for the staff to deal with for two reasons. The first was the school's responsibility to provide equal educational opportunity for all of its children. It was evident that the school was not doing this with a portion of its student body.

Secondly as is well known, open concept education is currently under attack nationally. Articles in such publications as Newsweek (1) and Readers's Digest (2) have been highly critical of open concept education and have classified it as a drastic failure. The accusations have been made that open concept education ignores the basics and that what is needed is a "back to basics" movement.

(1) "Back to Basics in the School." Newsweek, (October 21, 1974), 87.

(2) "Back to Basics in the Schoolhouse," Reader's Digest, (February 1975)

Stone has always had a continuous progress program in reading and math with emphasis placed on the diagnostic/evaluative approach to instruction, yet has failed with a group of youngsters. Why?

Stone's open concept program stresses independent study, the integrated day, and learner control, an approach sound for most children but difficult to achieve with a child who is not self-motivated, is easily distracted, and who has a poor self-concept. Children who could be classified as one with a developmental lag, educational deficiency, or social or emotional maladjustment were not functioning successfully in one of Stone's regular open concept classrooms.

The child with a "developmental lag" was one who was not mature enough when he was originally given a set of skills or concepts to master. His lag was primarily physical or emotional in nature, with a visual-motor deficiency being the primary problem to cope with in most instances.

The "educationally deficient child" was one who was never offered a program designed specifically for his needs. He most often utilizes two languages, one at school and another at home (e.g., English and Italian).

The social or emotional maladjusted child was one where academics must come second. He was the type of child who did not achieve scholastically because emotional or social problems got in the way. He was so concerned with getting along with others, and

with coping with his own inadequacies and frustrations that cognitive learning was a very secondary consideration with him.

How was it that an open concept school like Stone was not meeting the needs of these selected youngsters? A consensus of the staff decided that it was because of the structure of the school itself.

An emphasis is placed on the capacity of the child to make choices. The children spend a major portion of the day choosing their own learning activity. Should they work with the large group? Does a seminar group have something to offer at this point in time? Would they be more successful working independently for a period of time? Which teacher in the pod would they like to work with now? Should they go to the library or learning center for the answer to their question? Would one of the parent or high school volunteers be able to help now? Would members of their peer group be better able to help with a specific problem? These types of choices confront the children daily as they progress through each learning situation.

William M. Cruickshank (3) in his work states that to meet the needs of the child with a learning disability a permissive environment is not helpful, but that planned structure is - structure which is conceptualized and used as a tool of learning not as restriction or control.

(3) William M. Cruickshank, Teaching Children With Learning Disabilities, Edited by James M. Kauffman and Daniel P. Hallahan, Charles E. Merrill Pub., Co., Columbus, 1976, P. 116

He goes on to state that permissiveness requires the capacity to make choices. Children who have had a failure history have not had a sufficient base to make appropriate choices on a continuous basis. Permissive environments, he further states, with these children usually lead to continued catastrophic trial - and - error behavior.

In setting up the school program, the necessity for structure must be kept in mind. The child with a learning disability is disturbed by changes in routine and by unexpected situations.

A definite sequence of activities should be established, starting when the child comes in the door, goes to hang up his coat and hat and moves into the area for the first activity of the day. Some definite warning should be provided as a signal to get ready to move into the next activity. The child should be adequately prepared for any change in routine or for a new experience. It should be made clear that routines are not established for authoritarian or disciplinary reasons. They are established to give the child the security of a structured, familiar program and to protect him from unanticipated changes which might impose too great a stress. There must, of course, be reasonable flexibility and the ultimate objective is always to develop the child's ability to adjust to change.

Cruickshank goes on to state that he and his colleagues, (Werner, Strauss, Lehitenen, Kephart, et al.)[4]

(4) IBID, p. 117

feel that special physical arrangements for these children are also desirable. A large open room in which the children can move about freely seems to increase hyperactivity and make control of the group much more difficult.

The principal of the school, with staff support, proposed to establish a Developmental Intermediate Classroom at Stone School. The classroom was to deal with the child who was either educationally deficient, had a social/emotional deficiency, or had a developmental lag. Special emphasis would be placed on attempting to identify instructional methodologies and motivational devices which seemed to be particularly effective with each category.

The teacher selected to teach the class would be working with children who had not succeeded academically. They would be youngsters who had a poor self-concept, who had poor work and study habits, and who generally were not able to establish positive inter-personal relationship with their peers. They were youngsters who would not, or could not, accept responsibility for their own actions and behaviors.

RESEARCH REVIEW

Research recognizes no single or best approach to teaching what we will call the slow-to-learn child. However, historically, single or best methods have been proposed by early educators of the slow-to-learn child such as Itard, Sequin, Montessori and Descourdres. (5)

Much of the earlier educational thinking and many of the earlier methods used in teaching slow-to-learn children are considered sound today. They include: (1) the influence of environment on learning, (2) the concept of individual differences and differentiated education, (3) the development of techniques and methods for the remedying of learning defects, (4) the active involvement of the learner in the learning process, (5) the role of experience, experimentation and manipulation in learning, and, (6) the concept of education for life adjustment.

(5) Strauss, Alfred, A., and Lehtinen, Laura, E., Psychopathology and Education of the Brain-Injured Child, Grune and Stratton, N.Y., 1947, p. 13

Most of the early approaches were designed to remedy the child's specific disability or disabilities which prevented him from learning quantitatively in the same manner as other children. A modern illustration of teaching for remedying specific disabilities may be seen in Strauss's work with the nonmotor handicapped brain injured child. Strauss has developed methodologies which are designed to overcome specific disabilities in behavior, perception, and thinking which prevent learning in the traditional way. (6) However, general practice in the education of the slow learner in the public school setting has not followed systematic methodologies nor the practice of teaching to overcome specific disabilities which affect learning. Modification has been in terms of what is taught rather than how it is taught. (7)

(6) IBID, p. 127

(7) Ebersole, Marylou, Kephart, Newell, C., and Ebersole, James, B., Steps to Achievement for the Slow Learner, Charles E. Merrill, Columbus, 1968, p.5

PROGRAM OBJECTIVES

A. To design and implement a developmental intermediate classroom for selected children which would enable them to:

1. Achieve a minimum of one year of growth in the reading areas of vocabulary development, and literal comprehension *
2. Achieve a minimum of one year of growth in the mathematics areas of number and numeration, fundamental operations, and mathematical applications
3. Apply good study and work habits to their daily work
4. Enhance their self-concept as measured by the Cooper-Smith, and Piers-Harris Self-Concept Scales
5. Develop positive interpersonal relationships, and responsibility for their own behavior as measured by the Walker Problem Behavior Identification Checklist

B. To design and implement a developmental intermediate classroom for selected students which would serve as a model for other such classroom to be established in other elementary schools in Addison District #4.

* We would measure growth from where the child was in reading and mathematics at the beginning of the program. Most were two or more years below grade level in both reading and mathematics.

PROGRAM STRATEGY

The classroom would emphasize a total concept approach to structure.[8] The totality would include all of the following facets employed simultaneously: (1) environmental structure, (2) programmatic structure, (3) relationship structure, and (4) structured teaching materials.

The environment would be organized in such a way that sound and distraction would be kept to a minimum. The classroom would be located in a corner of the pod, and would be for all intents and purposes a self-contained classroom.

The curriculum would be programatic in design. Task analysis would be relied on heavily to break down learning tasks into their component parts. The school's reading and math skills continuums with their accompanying skills card which is kept for each child would be utilized in the classroom. Emphasis would be placed on the mastery of specific skills identified as those needed for study by the children.

There would be a relationship structure between the teacher and the children in her classroom. A trust relationship would be

(8) Cruickshank, W.M., and Hallahan, D.P., Perceptual and Learning Disabilities in Children. Vol. 1. Syracuse University Press, 1975, p. 116

established between the teacher and child where the child would feel comfortable in dealing with the teacher in the myriad of activities both scholastic and interpersonal which would be occuring in the classroom.

Finally, structured teaching materials, like programmed materials and the like, would be utilized. They would provide the child with immediate reinforcement for correct answers, which is motivating in itself, as well as aid the classroom teacher in the task analysis activity.

Another factor is also essential according to Cruickshank and Hallahan. (9) If failure is to be minimized, or prevented entirely, then teaching efforts must be initiated at a level so primitive that the child cannot help but succeed. Therefore the children would begin the reading and math program at their particular level regardless of grade level designations. The teacher would accomodate the various reading and math levels in her classroom. She would, however, utilize the school's learning center to help remediate reading and math skills as needed.

The qualifications of the teacher needed for the classroom was described extremely well by Charles R. Strother. (10)

(9) IBID. p. 140

(10) Strother, Charles, R., Discovering, Evaluating, and Programming the Neurologically Handicapped Child, In Grzynkowicz, Wineva (Ed.), "Readings on Characteristics of Children With Learning Disabilities." Selected Academic Readings, N.Y., 1968, p. STTR-13A.

Successful teaching with a group of slow-to-learn youngsters is a challenging and demanding job. The most important criteria is the ability of the teacher to establish a satisfying relationship with the children, since her effectiveness in motivating and in reinforcing the child's learning will be largely dependent on this relationship.

She must be able to understand and tolerate a great deal of difficult behavior and have some knowledge of the principles involved in modifying this behavior. She should be skilled in diagnostic teaching - i.e., in the recognition and analysis of the nature of the difficulty which a child is having with a particular task and in the use of ingenuity in devising new materials or different methods to help them overcome or circumvent this difficulty. She should not only be quite familiar with normal developmental sequences in reading, arithmetic and other academic areas but should also have some knowledge of the basic motor and perceptual processes that are fundamental to reading, communication and concept formation. She should, of course, be familiar with remedial teaching techniques.

As Strauss and Lehtinen state in their work, (11) the teacher must also be skilled in the observation of behavior.

(11) OP. CIT., Strauss, Alfred A., and Lehtinen, Laura, E., p. 141

She must be well acquainted with each child, not only from a personality standpoint but from the point of view of particular organic disturbances. She must have the ability to analyze a failure and to devise a correction for it. To this end, if a child fails a task given him, the teacher must ask herself: Why? Were too many elements presented at once? Was the material too distracting? Did the activity lack structure, so that foreground could be confused with background? Was the child's perception fragmented? Did he lose sight of the whole by fixation on details? Did he seem to understand but fail because when confronted with a new task he continued to repeat the old performance?

Quite a responsibility and quite a set of qualifications for any one teacher. Stone was fortunate in having such a teacher available for the proposed classroom.

She has been in education for over twenty years, and has taught all grade levels K-8, except fourth grade. She has been both a learning center teacher, and a resource teacher in the District. Four years ago she completed her master's work in special education, and has taught a developmental first grade classroom. She is currently working on her administrative endorsement, and has received extensive training in all phases of educational theory and practice. We were fortunate indeed to have a person of that caliber on our staff.

We felt that the teacher qualifications were critical, and would not have attempted to organize the class at all if the teacher were not available.

PROGRAM DESIGN

The proposed strategy was carried out at the Stone School, Addison, Illinois with a maximum of 20 youngsters identified out of 175 fifth and sixth graders to participate. The maximum number was determined to be twenty since state guid lines for special education classes of the type we proposed to establish required that number. By keeping to a maximum of twenty we were able to get $5000.00 of the teacher's salary reimbursed, as well as $1500.00 from the state toward the cost of a paraprofessional aide.

Initial screening of potential candidates for the class was done by the principal, the school's diagnostic tutor, and the teacher selected for the class. An analysis was made of the Scholastic Testing Service Achievement Test which is administered to all students in grades 3 through 6 each year. In addition to grade level equivalents for each of the major subject areas, the test measures a child's verbal and non-verbal abilities.

The non-verbal test is one of abstract-reasoning and cultural-reasoning abilities based entirely on pictures. The test requires no reading, arithmetic, or other school-learned skills; and it thus provides an independent yardstick of ability that throws additional light on the child's several achievement scores.

For instance, on the roster report one occasionally finds a case like that of Jim Parker:

Composite	stanine 1
Non-Verbal	stanine 6
Verbal	stanine 4
Reading	stanine 2
English	stanine 1
Mathematics	stanine 3

The Non-Verbal scores raises some questions. Is Jim really a "below-average" or "slow" student? Might Jim not be a "bright" youngster as far as reasoning ability is concerned, and might he not be below-average because of a reading handicap? The report suggests that Jim may have a good deal of ability with which to grow in his future school achievements.

Whether this type of pupil will respond to a reading-development program is a matter that must be decided through experience. But the Non-Verbal score has identified him as a pupil who might be helped to a major improvement in his educational developments. We would not make this statement if his Non-Verbal score had been, say, at stanine 2.

The Verbal Ability is a test of each pupil's ability to solve reasoning problems involving printed words. The test is similar to other published tests of "verbal ability," "language ability," or "vocabulary."

Unlike the Non-Verbal test, this test does require word-reading skills. A pupil's performance on the Non-Verbal and Verbal tests thus provides a direct comparison of his actual reading-vocabulary level with his level on a more general test of reasoning abilities.

Children were initially chosen who showed a wide discrepancy between their Verbal and Non-Verbal scores, and who were a year or more behind grade level in reading and mathematics.

Since the achievement tests were given the previous Fall, a series of diagnostic tests were administered to the children by the school's diagnostic tutor to validate the previous results. They included the following: (1) Slosson I.Q. test, (2) Stanford Achievement Test in Reading, (3) Wide Range Achievement Test in Mathematics, (4) Silvaroli Spelling survey.

In addition, information was solicited from the child's previous teachers. It included the child's ability to: (1) work independently, (2) work in a group, (3) complete a task, (4) comprehend at his ability level, and (5) communicate.

Final selection was made at a building staffing attended by the principal, the school's diagnostic tutor (remedial reading teacher), the speech teacher, the district psychologist, the social worker, and the children's classroom teachers.

The diagnostic tests which had been administered were compiled and discussed. The childrens' previous teachers were asked to discuss their observations and impressions of the children, and final decisions for placement were made.

State regulations dictated that a maximum of twenty children could be selected. Those who were most severely handicapped were chosen. The determining criteria become a wide discrepancy between the Verbal and Non-Verbal scores in the S.T.S. achievement test, and/or 1 1/2 to 2 years below grade level in reading and mathematics.

The parents of the children selected were invited to the school. The purpose was twofold: (1) to explain to the parents the purpose of the class, and (2) to receive parent written approval for their child's placement in the class.

The written approval was necessary since the class would carry a special education name-tag. The official name of the class was a Developmental Intermediate Classroom. State guide lines were very loose and we were allowed to operate the class as we saw fit. Attendance reporting of the class as a special education class was the only formal report which was requested under the state guidelines.

The classroom was located in one of the pods; no self-contained classrooms were available at the school. The classroom chosen was located in a corner of the pod where sound and distractions could be kept to a minimum. Portable cabinets were utilized to close off the room entirely and to make it, in effect, a self-contained classroom.

The budget presented no special problems in that budget forecasts are prepared at the school building level with the principal responsible for monies and how they are spent.

Since the 5th-6th grade teacher was already a member of the Stone School staff, certified in special education, paid by the District, and assigned to be utilized as the principal sees fit, budget considerations for teachers salary was non-existent.

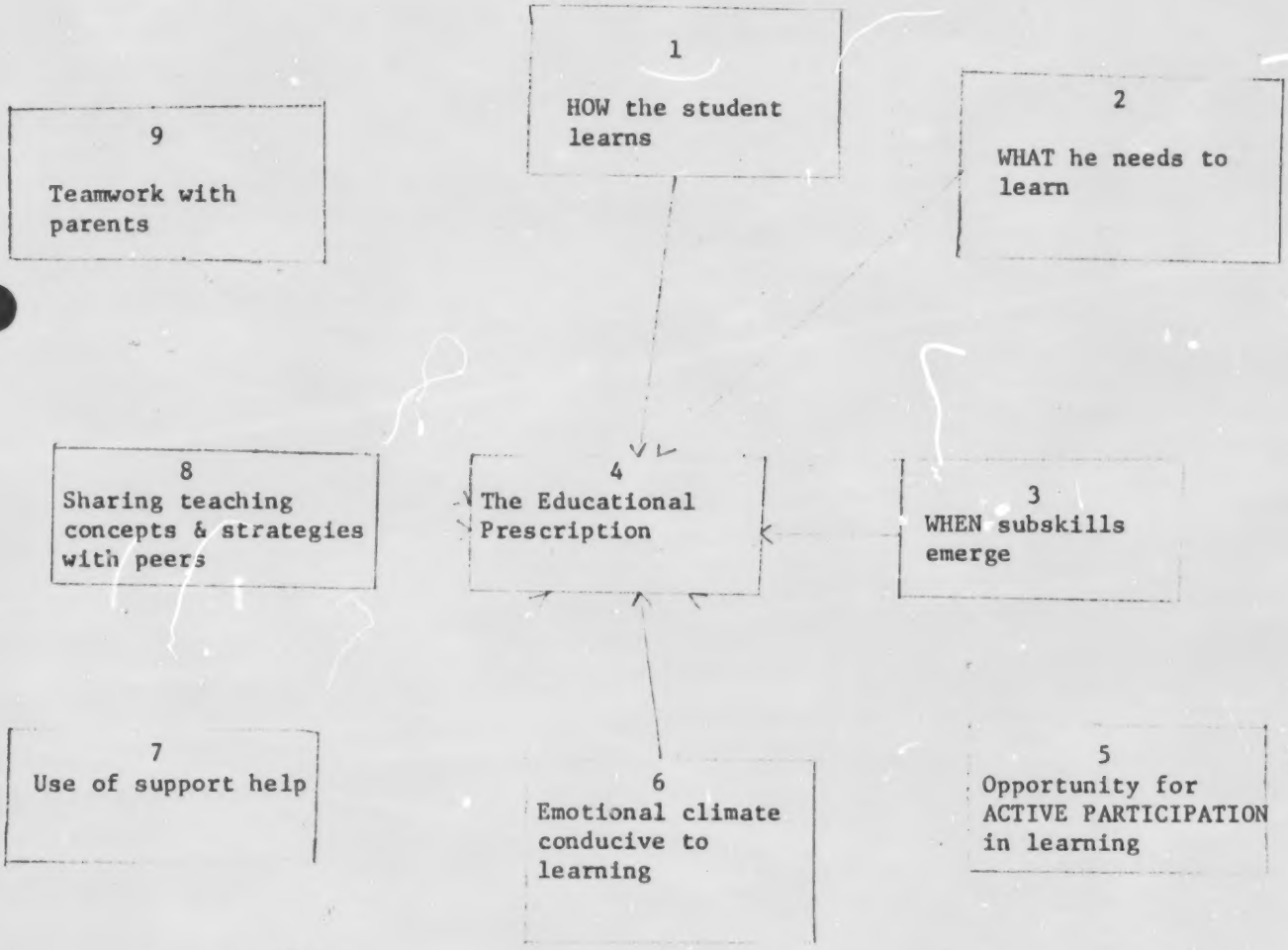
Materials costs were also no problem since costs for such materials come from a building budget determined and justified by the building principal in a meeting held with the Superintendent and Director of Business Services.

The class was to be organized and implemented during the 1975-76 school year. Evaluation of the effectiveness of the class was planned for the spring of 1976.

Supportive staff in terms of diagnostic tutor, social worker, speech correctionist, school nurse, and psychological services were provided by the school district.

Components of a successful educational prescription

Sheldon R. Rappaport's components of a successful educational prescription was the program model employed in the classroom. (12) The model follows.



(12) Rappaport, Sheldon R. In Kauffman, James M., and Hallahan, Daniel P. (Eds.), Teaching Children With Learning Disabilities, E. Merrill, Columbus, 1976, p. 361

The teacher first determined each child's best learning method. This was done by administering a Learning Style Questionnaire (addendum A) to each child. Information was gathered concerning special instructional emphasis in the auditory, visual, or kinesthetic area. The way a child learns best was utilized as often as possible throughout the school day.

The second and third steps involved analyzing what each learning task really demanded of the student, and deciphering the developmental level of the various skills a student needed to build for successful learning. The Stone School reading and math skills check-lists were utilized for this purpose (addendum B/C). When the first three steps above were used together, an educational prescription emerged that met student needs at a particular time. The educational prescription highlighted the student's developmental needs at the time, and provided the teacher a way to get feedback about what the youngsters needed to be able to climb to the next rung on their own developmental ladder.

The classroom activities were many and varied. The primary emphasis was in the areas of motivation, establishing a learning set, maintaining student progress, connecting segments of the curriculum, and a structured classroom situation.

Success became the strongest motivating influence. Individual lesson plans were prepared daily for each child and coordinated with the group activity program. In the development of the lesson plans, four basic principles were stressed: (1) learning sequence would be broken down into small successive steps, (2) the steps would be arranged and presented so that the child responded successfully, (4) at any point at which the child had difficulty, the teacher would be prepared to intervene and to find some way to modify the step to make it easier for the child, and (5) the children would require more practice to learn a given step and more frequent review to retain it.

The children were actively involved in the learning process. Very few textbooks were used with the class. Student prepared and selected materials were employed whenever possible. Students were also involved in planning the lessons. Student creative writing became the language arts program. Grammar lessons were based on what the children did not know, and not on a sequence of skills which must be taught to all. If a spelling lesson was taught,

the children were not graded for capitalization.

A wide variety of supplementary materials were utilized to motivate the children. The Chicago Tribune newspaper program for school children, and the Readers Digest Skill builder were utilized. An attempt was made to utilize materials which interested the child at every opportunity. Skill lessons were adapted to the story which the children ch[illegible]. The children spent considerable time in cutting, pasting, an[illegible]orking with tinker toys and puzzles.

A learning set was established by the teacher daily. This learning set is essentially an inner preparedness on the part of the child to attack a learning problem whatever it might be. The child has to be able to adapt to the day's varying demands and to attend to a learning task instead of to inner impulses. He also must be able to utilize previously learned procedures and content matter in the solution of a new task.

The learning set was achieved by the teacher by giving advanced notice of each required learning or behavioral task. Frequently during the day you would hear remarks from the teacher similar to, "Be sure you see what happens when I pour these two liquids together. Are you all looking?"

She would also repeat directions a number of times until she felt that all children were ready to address themselves to the task at hand.

The teacher established an optimum tension level in the

classroom. That is, by arousing their interest through subject matter which appealed to them like making the learning relevant to the child's everyday life, she was able to keep the children alert but not overly excited. For example, a unit was taught utilizing the Chicago Tribune for children. The children learned about the contents of the newspaper and how it could be used in real life experiences such as job hunting, shopping, and planning for leisure time activities. The newspaper was then used as a tool for skill lessons in reading, language arts, and mathematics. As part of the mathematics lesson, the children learned how to write checks and develop a simple household budget.

The optimum tension level was also produced by introducing an occasional element of surprise. For example, a member of the school's PTA cultural arts group might appear in costume as Betsy Ross to talk with the children about the first American flag.

It was also accomplished by posing an intriguing problem, by the judicious use of color, light, or movement to enhance stimuli, or by overall rhythm of activities broken by changes of tempo and direction.

Maintaining student progress was another major ingredient of the methodology employed in the classroom. This was best accomplished by the child receiving feedback, immediately whenever possible, from the classroom teacher. In addition to immediate, the feedback should be accurate, frequent, direct, and forceful.

The children must, at all times, be made aware of the consequences of their behavior.

The emphasis in the developmental classroom was on positive, reinforcing feedback for the child. Self-correcting materials were utilized whenever possible. These enable the child to receive immediate feedback and to avoid mistakes which are extremely difficult to correct at a later time. When self-correcting materials could not be used, the teacher saw to it that the children obtained from her, or from the para-professional aide, immediate responses to their work, and saw to it that mistakes were corrected at once.

Student Progress Reports (appendix G) were utilized to provide the children, and their parents, with immediate feedback if it was felt that a child's progress in school was impeded in certain social, or study habit areas. Suggestions were made on the report to the parents by the teacher which would enable the parents to work with the child in correcting a specific difficulty which he might be having at the time. There was also a space for parent comments where they were able to indicate action which had been taken in the home. We found them extremely effective in two important areas - first, in providing feedback for the child, and secondly, in the effective communication which they established with the childrens' parents.

V

On the more positive side, the Happy Grams (appendix H) were utilized to reinforce a child's successful accomplishments. They were used to provide feedback and to reward a child who was completing his work successfully, remaining on task, exhibiting a positive attitude, or relating well with his peers. They were, in general, used to reward a child who was exhibiting positive, constructive behavior throughout the school day. The Happy Grams were also extremely successful in maintaining positive, supportive attitudes on the part of the parents.

Other techniques employed were charts in the classroom which highlighted pupil progress in the various curriculum areas, and a patch program whereby a child could earn a currently popular patch for his jacket or trousers by reading a number of books in the classroom's independent reading program. All of the above techniques were found to be extremely effective in maintaining student progress in the classroom.

Emphasis was placed on integrating reading, writing, listening, and oral language in instruction. It is only through reading that a child acquires a basic vocabulary, and it is only through written expression, and dialog in the classroom that he can utilize and master the skills which he has learned.

The single teacher approach made it possible to integrate and coordinate skills and concepts across subject areas and provide a more consistent, cohesive educational program. The teacher was able

to integrate a particular skill throughout the school day regardless of subject area. The children are more likely to remain motivated if they can see the relationships between the various areas of the curriculum, and how they are all related with one another.

In social studies and science the class emphasized the interdependence of living things including man and how our environment molds our life style. The students began to realize that they had a stake in developing their own lifes to the fullest.

The structured classroom situation consisted of social structure, program structure, and the establishment of physical boundaries.

Emphasis was placed on children learning to teach and to correct one another in a helpful and friendly manner in the classroom. The goal was to have the children function temporarily in the classroom without the teacher's direct aid or supervision. The children were encouraged to review with each other skill subjects such as spelling or multiplication. The children were encouraged to acquire a healthy attitude of self-direction.

This was accomplished through the utilization of self-correcting and self-teaching materials. Teaching programs which included various types of teaching machines were also utilized frequently. Stencils and master sheets indicating correct answers, as well as many Montessori type materials were utilized for this

purpose. These materials provided immediate feedback to the children and freed the teacher to give help where it was most needed.

Structure was also provided through the establishment of physical boundaries in the classroom. The same self-teaching materials described above reduce the intrusion of irrelevant stimuli by enhancing concentration upon a task.

If children are strictly forbidden to ask questions, move around, touch things, or get dirty, they are likely to become inhibited, lose their interest discovery, and diminish their ability to learn. The teacher provided periods of time where more strictly controlled class periods were alternated with periods of comparative freedom. The teacher encouraged relative free discussion, and verbal sharing of experiences. These sharing times benefit both the language and social development of the child.

The urge for movement and exploration was channeled by the teacher into constructive play, games, and activities from which the children derived both pleasure, and instruction while sufficient time for quiet concentration was also included in the daily schedule.

The teacher remained alert to the children and changing situations, and provided appropriate work, support, rewards, or limits as required. Interaction with the children was continuous.

The classroom was organized in such a way so that the child could enjoy interaction with other children, learn to play and work

with them, give help to and accept help from them, and to enjoy the companionship of the other children in the classroom. A child's relations with others is of major importance for his total educational development. The sixth component of the educational prescription addressed itself to this fact.

The teacher recognized that the emotional climate of the classroom would either hinder or help learning. The success of the educational prescription would depend greatly on the emotional climate. A vital part of the curriculum was to help the students to become aware of how they were influenced by the behavior of others and to see the options each of them had in how they behaved in a particular situation. The teacher helped the children to become aware of who they were, of who they could become, of how they influence one another through their behavior, and of what options they had in how they behaved toward others in any given situation.

The teacher shared with the students the process of making goals and evaluating progress, as well as what they could hope to accomplish by doing certain activities. The key to the teacher's role was with the student, not through them. Through such means, the teacher helped the pupils develop respect for themselves and, thereby, for others. The teacher also helped them to become responsible for themselves, for their own behavior, and for others.

The teacher was important to the child because, being an adult, she represented a goal toward which the child could strive. It was essential that the teacher make the child aware of herself as a human being. This was accomplished through daily interaction with the child. A portion of each day was set aside where children were able to schedule conferences with the teacher on an individual basis. Any problem or questions which the child had was discussed in a friendly, warm, and confidential manner.

The Glasser (13) type class meetings and magic circle sessions were held with the children where other peoples' points of view were discussed, and the child had the opportunity to share his feelings with everyone in the class. Children were given the opportunity to learn to divorce their hostility from the picture which they had of others.

The teacher communicated the fact that she was sincerely interested in each of the children as persons. Through experiencing her empathy, the children learned to trust her and then to extend their trust to others in the classroom. The children learned the positive emotions of sympathy and empathy, and the skills of social give-and-take.

(13) Glasser, William, Schools Without Failure, Harper and Row, N.Y., 1969, p. 122

Children who have not learned to form relationships outside of school have to learn to form them in a therapeutic school environment. This was accomplished to a large extent by the Social Worker who met with the children weekly in a class meeting type session where alternative types of behavior and dealing with peers and adults was discussed and reinforced.

Children also need the opportunity to extend the range of their relationships. One successful method employed was the tutoring program which was arranged with the third grade teachers. Children from the developmental classroom spent a portion of each day with a "little brother" or "little sister" in a third grade classroom who needed help with their skill development in either reading or mathematics. The tutoring not only helped the developmental children with their own skill development, but also helped them build up their self-concept.

Play was emphasized because it gives the child the opportunity to develop and express his emotion of love, fulfillment, anger or anxiety, to gain new experience, and most of all to learn to make social contacts and communicate with other children.

The teacher relinquished the traditional oracle role. Oracles are expected to have all of the answers, so they never need help. But teachers readily admit that they need all the help they can get to better understand what experiences their students need to grow.

In our plan the psychologist, speech teacher, social worker, and reading specialist became actively involved with the classroom teacher. They provided a two-fold service: (1) generalized support for the teacher in classroom organization and management, identifying learning needs, aiding in the implementation of educational prescriptions, and assisting with emotional development, and, (2) consultation with the teacher on their background of disciplinary training and experience.

The specialist team was assigned to the school on a weekly basis where they met with the classroom teacher for 1 1/2 hours. The classroom teacher, through the principal of the school, communicated to the team at least two days prior to the meeting problems, instructional methodologies, general successes or failures, or questions about a particular child which she would like to discuss with the specialist team. They in turn prepared for the meeting by having available suggestions for the classroom teacher dealing with the specific topic which the teacher identified. Each would approach the topic from his or her own particular area of expertise. The topic would be discussed in a support type atmosphere with the teacher receiving suggestions from all concerning alternative ways of dealing with a particular problem.

The teacher might decide to have a child tested by the psychologist so that specific types of data concerning the child's learning style would be available. She might decide that the

children needed a counseling session with the social worker on alternative ways of dealing with situations in the classroom. She also might ask the speech correctionist to work with certain children who had more severe speech difficulties than those which could be taken care of in the regular classroom.

She often called on the reading specialist to help plan a series of skill lessons in reading. It will be remembered that individual lesson plans were prepared for the children daily. The reading specialist also spent considerable time team teaching reading and mathematics with the teacher in the developmental classroom itself.

Individual children were identified by the teacher and received help from the team. A child who was not meeting academic success in the classroom and therefore was becoming a discipline problem was helped through the team approach. The psychologist suggested a behavior modification program for the child. The social worker helped implement the program with the child, while the classroom teacher and reading specialist collaborated in designing success experiences for the child in the area of reading.

The classroom teacher was encouraged to share successful teaching concepts and strategies with her peers. It served two useful purposes. First, it enabled the rest of the staff to become aware of, and utilize, successful methods and techniques identified in the developmental classroom in their own instruction.

In this way all of the other children in the school also benefited from the special concentration which we were giving to our developmental classroom. Secondly, it was comforting for the developmental classroom teacher to know that she was not alone, that she was not operating in a complete vacuum. She remained an integral part of the open school staff, and not the perfect, self-sufficient oracle behind the closed door of her classroom.

The teacher worked closely with parents. Traditionally the only time parents have been called in is when there were complaints. Consequently, many parents feel uncomfortable in school. But if educators first share with them their child's strengths and positive aspects, most parents are willing to team with teachers to foster their child's development. Parents were active in supporting the teacher in her endeavors. They were aware of, and supported the Student Progress Reports which would be forthcoming if children did not remain on task. They also agreed to actively support the Happy Grams which would be sent home when children spent specified periods of time on task.

The nine teaching tools all worked together. The first tool, observing the child, told <u>how</u> he learns. Task analysis told <u>what</u> he could learn. Understanding how his skills emerge tells <u>when</u> he is ready to learn a skill successfully. Classroom organization enabled active participation in learning. Appropriately structuring the emotional climate promoted understanding of how to find

satisfaction in relating to others. Using help from others made finding solutions easier. Sharing teaching strategies enabled many more students to get appropriate learning opportunities. Teamwork with parents provided consistent opportunities for learning. All nine of the tools were necessary for an educational prescription to be effective.

PROGRAM EVALUATION*

The first two program objectives dealing with the cognitive areas of reading and mathematics were achieved beyond program expectations.

As measured by the Stanford Diagnostic Reading Test the children, on average, made a growth of two years in reading. When pre-tested in September the children averaged the second grade, second month (2.2) in vocabulary development and reading comprehension. When post-tested in May the scores showed an average of fourth grade, second month (4.2) in the same reading areas. Reading scores for each of the twenty children are found in addendum (ε).

A study was made utilizing the District's yearly achievement test scores to determine how this average of two years growth in reading compared with previous scores. It was found that during the previous year the children had, on the average, made a years growth. An additional years growth in reading was achieved by the developmental classroom.

* The children in all of the data presentation are referred to by number system is used to insure that children's names are kept in confidence. The numbers are kept consistent throughout in that number 1, 2, etc. refer to the same child in each study.

All of the children classified as developmental lag made a year or more growth in reading. The range was from 1.5 to 4.2 years growth. The average growth for the nine children was 2.3.

Of the 8 children classified as educationally deficient, 6 made a year's growth or more. The range was from .1 to 3.2 years. The average growth was 1.7 years.

Child (7) did not apply himself throughout the school year. He lacked many skills when he entered the class, and we were unable to motivate him. He was so concerned with peer group relationships and personal problems at home that he had no time or desire to become concerned about academic achievement.

Child (11) was staffed into the class a month after it began. He was to be on medication daily but we had difficulty with the parents in its administration. Consequently, he had up and down days. Without the medication he had a very short attention span and found it extremely difficult to attend to task.

All three of the children who were classified as primarily socially/emotionally maladjusted made a year's growth or more. The range was from 1.0 to 2.1 years. Their average growth was 1.5 years.

The average 5th grader gained 1.9 years as did the average 6th grader.

Utilizing the Wide Range Achievement Test in mathematics as a pre and post test it was found that the children made an average

growth of one year, two months (addendum F). As in reading the previous year's District achievement tests were analyzed and it was found that the children made an average gain of five months the previous years. Here again we find a gain for the developmental class. In this case a gain of seven months over the previous year.

The range of growth for the nine children classified as primarily developmental lag was .4 to 2.7 years. The average growth was 1.1 years. It is to be noted here that children come to the class with generally higher scores in mathematics than in reading, hence the amount of growth on the part of each child is less.

The range of growth of children classified as educationally deficient was from .5 to 1.7 years. The average growth was 1.1 years.

The range of growth of children primarily classified as socially/emotionally maladjusted was from .8 to 1.6 years growth. The average growth was 1.1 years.

The average 5th grader gained 1.2 years while the average 6th grader gained 1.0 years.

The Student Progress Report (addendum G) and the Happy Gram (addendum H) were utilized in collecting data on improvement in the childrens' work and study habits.

The Student Progress Report was issued to the child when poor study or work habits, as listed on the report, were observed by the teacher. The number of reports issued the first half of the year (September 4th to January 31st), was thirty nine or an average of 1.45 per child. The number of reports issued the second half of the year (February 1st to June 14th), was thirteen or an average of .65 per child. We feel that the number was significant since there was a decrease of 66 2/3 % between the first half of the year and the second half.

Completing class work, working to capacity, and using class time effectively were the areas which showed the most improvement. Working neatly, and working without disturbing others were the areas were significant improvement were not observed.

Happy Grams were used to positively reward children who consistently employed good work and study habits as listed on the Student Progress Report. The number issued increased from ten during the first half of the year to thirty during the last half of the

year or an increase of 200%. It is important to point out here that a Happy Gram was issued only after a period of a week or more of consistently good work or study habits on the part of the child. A week was sufficient to earn a Happy Gram until March when a two week period of time was necessary.

Improvement in self-concept was measured by utilizing two self-concept scales - the Piers-Harris, and the Cooper-Smith.

The Piers-Harris Children's Self-Concept Scale (addendum I) is an eighty item instrument where children are asked to respond as to whether statements are true of them or not. Some sample items are:

1. I get worried when we have tests in school
2. I am a happy person
3. I am good in my school work
4. I do many bad things
5. I am an important member of my class
6. I feel lift out of things
7. I hate school
8. I am a good person

In September, when the pre-test was given, the average number of positive responses on the part of the children was 54, the percentile rank was 52 and the stanine was 5.

When the children were post-tested in May the average number of positive responses rose to 66 with the percentile rank now being 85, and the stanine 7. Average scores are usually considered to be those between the 31st and 70th percentiles or between raw scores of 46 to 60. The percentage of correct answers rose from 68% to 82%.

"Faking bad" in adult populations is usually interpreted either as a bid for attention, or as a device to get out of some unwanted situation. Since children are less knowledgeable about any benefits that might accrue as a result of presenting an unfavorable picture of themselves, we are inclined to believe that low scores on the Piers-Harris truly reflect self-esteem, and should be taken seriously. In general, then, while we cannot assume that all high scores (particularly the very high) reflect truly positive self-attitudes, we probably can assume that low scores reflect truly negative self-attitudes.

The Cooper Smith (addendum J) is a fifty-item list where children are asked to respond to statements as to whether they are like them or dislike them.

Sample statements are:

1. I often wish I were someone else
2. There are a lot of things about myself I'd change if I could
3. I give in very easily
4. It's pretty tough to be me
5. I'm a failure
6. I'm proud of my schoolwork
7. I'm a lot of fun to be with
8. I'm easy to like

The average number of positive responses in September was 41, and in May 43. This was an increase of 4.7%. The percentage of positive response in September was 82% while it rose to 86% in May, 77.8% of the children had fewer negative responses in the post-test than in the pre-test. Twenty-two percent of the children had more negative responses in the Spring than in the Fall. In explanation: (1) student number (1) will be placed in a class for the emotionally disturbed next year, (2) the change for student (2) from two negative responses to three negative responses is insignificant, and (3) the family of student (16) was recommended for family counseling. The parents have refused. Student number (11) and (12) were not yet staffed into the class when the pre-test was given.

The Walker Problem Behavior Identification Checklist (addendum k) was utilized to measure student growth in the areas of interpersonal relationships, and responsibility for own behavior. The Walker is a fifty item checklist. The child's previous and current teacher are asked to respond to the different items. The statements are weighted from (1) to (4) with a four being considered a significant disruptive behavior. Five categories are analyzed: 1) acting-out 2) withdrawal 3) district ability 4) disturbed peer relations, and 5) immaturity.

Examples of the four weights in the Disturbed peer relations category follow:

1. Weighted four- Utters nonsense syllables and/or babbles to himself
2. Weighted three- Refers to himself as dumb, stupid, or incapable
3. Weighted two- Comments that nobody likes him
4. Weighted one- Is hypercritical of himself

The children were rated by their previous teacher in September, and by their current teacher in May. All twenty children were staffed in the class when the Walker was administered.

The average weighted score for acting out decreased from 4.6 to 2.4; for withdrawal from 3.7 to 0.8; for distract ability from 5.7 to 2.4; for disturbed peer relations from 2.7 to 1.3, and for immaturity from 2.4 to 0.9. The total average weighted score decreased from 19.0 to 7.8.

If a child receives a total score of 21 or higher, he is classified as disturbed.

Any score above the line printed across the Profile Analysis Chart (PAC) (addendum L) at the T Score 60 is considered to be high in the behavioral area defined by the items in that scle. Thus a child who is high Scale 1 (Acting-Out) would require a different intervention program than one who is high in Scale 2 (withdrawal).

In September we had six children who had a total score of 21 or more. In May the number was reduced to two. Child (1) will be placed in an emotionally disturbed class for the 1976-77 school year, while child (12) has been staffed into an E.M.H. for the next school year. The parents of child (16) have been recommended for family counseling. To date they have refused.

Our objective of serving as a model for the establishment of other classrooms of this type in the district has been achieved since three classrooms modeled on the practicum design are planned for the District for the 1976-77 school year.

ANALYSIS OF THE DATA

In terms of meeting the stated objectives we feel that we were very successful. The children exceeded our expectations in the cognitive domain with a growth of two years in reading, and a year and two months in mathematics. Both are substantial increases over the gains which we would have expected had the children remained in regular open classrooms.

In the area of work and study habits we feel that our Student Progress Reports and Happy Grams were effective. Close monitoring of the students' work along with communication to the parents utilizing the two reports were effective in modifying and improving student work and study habits.

We were successful in improving the childrens' self-concept. The Piers-Harris Self-Concept Scale rose from a percentile rank of 54 to one of 85. Average scores for the instrument are considered to be between the 31st and 70th percentiles. Five children in the pre-test scored below the 31st percentile, while two scored below the 31st percentile in the post-tests. The two, as stated earlier, were recommended for special placement for the 1976-77 school year.

Equal success was achieved in the area of student responsibility and inter-personal relationships. Six children were identified as being emotionally disturbed in September, and the number was reduced to two in May. These were the same two children who were later placed in special education classes for the 1976-77 school year.

CONCLUSIONS AND SUMMARY

From the analysis of the data the following conclusions are made:

1. Children who we classified as slow-to-learn achieved higher in reading and math in a structured classroom than they did the previous year in an open concept classroom
2. Student work and study habits were modified and improved through the utilization of Student Progress Reports and Happy Grams. They were used as a vehicle of communication with parents to inform them of their child's progress and to secure their support for the activity
3. A Child's self-concept can be improved by structuring success experiences for him in the classroom
4. A child's interpersonal relationships with others can be improved through the development of a positive self-concept
5. Motivational and methodological techniques which stressed student interest and input were effective with all categories of children identified

Some hypotheses might be offered for the positive results of this practicum. It appears that a classroom which emphasizes a total concept approach to structure is more effective in dealing with the slow-to-learn child than an open concept school approach which emphasizes student choice and independent study. There seems to be a need, on the part of the slow-to-learn child, for programmatic structure,

relationship structure, and structured learning materials, as well as for environmental structure, in order to consistently meet daily success in the classroom.

An extremely qualified and trained teacher is critical if the class is to succeed. We feel that a teacher trained and certified in special education is an absolute necessity. In addition, the teacher must have an interest in working with the slow-to-learn child. A number of years of experience at various grade levels as well as a thorough knowledge of student learning styles is also critical.

Finally, the teacher needs to receive support and encouragement from the building principal, and such auxiliary personnel or the district psychologist, speech teacher, social worker, and reading specialist.

Future Application of Program Design

The author will not only continue the Developmental Intermediate Classroom in his own school building, but has designed and organized a Developmental Primary Classroom for the 1976-77 school year. Not only is the primary classroom modeled on the intermediate one but the two classrooms will be located in the same pod so that the two teachers can team teach.

We feel that the Developmental Intermediate Classroom has been a success not only in terms of student progress at the school, but in terms of its influence in having other classrooms of a similar type organized in the author's school district. Two classrooms modeled

on the program's design are being planned for two other elementary schools in Addison District #4 for the 1976-77 school year.

Planned Modification of Program Design

What are we going to do differently in the coming school year with our own model? We will take another close look at what we choose for the children to learn. We felt that reading was most important in the cognitive area so this was emphasized the most. You will see from the pre and post tests in reading that significant progress was made. We will continue to stress reading but place more emphasis on math application. We stressed skill development in math but did not relate the skills often enough to the child's day to day activities. More emphasis will be placed in relating math skills to real life situations (e.g. grocery lists, budgets, balancing a checking account, etc.).

More emphasis will be placed next year on information retrieval. The children had difficulty in selecting correct answers by interpreting a chart, graph, or map. We found contingency contracting to be effective in modifying the childrens' behavior, but the technique was not used consistently or in a systematic manner. The assistant principal at the school is currently conducting a series of workshops for the staff on behavior modification, and a plan for each child will be developed cooperatively by the classroom teacher and the assistant principal. It will be ready for the opening of school.

Modifications will have to be made to accomodate the 5th grade youngsters who will be in the class for another year. Much more time will have to be spent in scheduling these youngsters into different time slots where their own particular needs can be met. We will attempt to schedule in such a way that the whole class concept is maintained as much as possible.

We will also integrate the children with the other intermediate classrooms in the pod when situations present themselves. This will be done primarily in the social studies and science areas where the emphasis of the class can be maintained at the same time that the children are relating with all of the members of their peer group. It is unrealistic to assume that children in a more self-contained classroom in an open space school will be treated in the same manner as the other children in their peer group. Name calling is not an isolated occurrence. Integration with the other classrooms, when feasible, is an effective deterrent to the above.

Stone School

Learning Style Questionnaire

Name_____ Teacher_____

Class_____ Date_____

1. Environmental Stimuli

A. Sound

1. I can study best when it is quiet. _____
2. I can work with a little noise. _____
3. I can block out noise when I work. _____
4. Noise usually keeps me from concentrating. _____
5. Most of the time I like to work with soft music. _____
6. I can work with any kind of music. _____
7. I often like to work with rock music playing. _____
8. Music makes it difficult for me to work. _____
9. I can work if people talk quietly. _____
10. I can study when people talk. _____
11. I can block out most sound when I study. _____
12. It's difficult to block out TV when I work. _____
13. Noise bothers me when I am studying. _____

B. Light

1. I like studying with lots of light. _____
2. I study best when the lights are low. _____
3. I like to read outdoors. _____
4. I can study for a short time if the lights are low. _____
5. When I study I put all the lights on. _____
6. I often read in dim light. _____

7. I usually study under a shaded lamp while the rest of the room is dim. _____

C. Temperature

1. I can concentrate if I'm warm. _____
2. I can concentrate if I'm cold. _____
3. I usually feel colder than most people. _____
4. I usually feel warmer than most people. _____
5. I like the summer. _____
6. When it's cold outside I like to stay in. _____
7. When it's hot outside I like to stay in. _____
8. When it's hot outside I go out to play. _____
9. When it's cold outside I go out to play. _____
10. I find extreme heat or cold uncomfortable. _____
11. I like the winter. _____

D. Design

1. When I study I like to sit on the floor. _____
2. When I study I like to sit on a soft chair or couch. _____
3. When I study I feel sleepy unless I sit on a hard chair. _____
4. I find it difficult to study at school. _____
5. I finish all my homework at home. _____
6. I always study for tests at home. _____
7. I finish all my homework in school. _____
8. I find it difficult to concentrate on my studies at home. _____
9. I work best in a library. _____
10. I can study almost anywhere. _____
11. I like to study in bed. _____

12. I like to study on carpeting or rugs. _____

13. I can study on the floor, in a chair, on a couch, and at my desk. _____

14. I often study in the bathroom. _____

II. Emotional Stimuli

A. Motivation Toward School Work

1. I feel good when I do well in school. _____

2. I feel good making my mother or father proud of me when I do well in school. _____

3. My teacher feels good when I do well in school. _____

4. Grown-ups are pleased if I bring home good reports. _____

5. Grown-ups are pleased when I do well in school. _____

6. I like making someone feel proud of me. _____

7. I am embarrassed when my grades are poor. _____

8. It is more important to me to do well in things that happen out of school than in my school work. _____

9. I like making my teacher proud of me. _____

10. Nobody really cares if I do well in school. _____

11. My teacher cares about me. _____

12. My mother cares about my grades. _____

13. My father cares about my grades. _____

14. My teacher cares about my grades. _____

15. Somebody cares about my grades in school. _____

16. I want to get good grades for me! _____

17. I am happy when I do well in school. _____

18. I feel bad and work less when my grades are bad. _____

19. I feel happy and proud when my marks are good. _____

20. There are many things I like doing better than going to school. _____

21. I love to learn new things. _____

22. A good education will help me to get a good job. _____

B. Persistence -

1. I try to finish what I start. _____

2. I usually finish what I start. _____

3. I sometimes lose interest in things I began to do and then stop doing them. _____

4. I rarely finish things I start. _____

5. I usually remember to finish my homework. _____

6. I often have to be reminded to do my homework. _____

7. I often forget to do or finish my homework. _____

8. I often get tired of doing things and want to start something new. _____

9. I usually like to finish things that I start. _____

10. My teacher is always telling me to finish what I'm supposed to do. _____

11. My parent(s) remind me to finish things I have been told to do. _____

12. Other grown-ups tell me to finish things that I have started. _____

13. Somebody's always reminding me to do something. _____

14. I often get tired of doing things. _____

15. I often want help in finishing things. _____

16. I like getting things done! _____

17. I like to get things done so I can start something new. _____

18. I remember on my own to get things done. _____

C. Responsibility

1. I think I am responsible. _____
2. People tell me that I am responsible. _____
3. I always do what I promise to do. _____
4. People say that I do what I said I would do. _____
5. I do keep my promises most of the time. _____
6. I have to be reminded over and over again to do the things I've been told to do. _____
7. If my teacher tells me to do something I try to do it. _____
8. I keep forgetting to do the things I've been told to do. _____
9. I remember to do what I'm told. _____
10. People keep reminding me to do things. _____
11. I like doing what I'm supposed to do. _____
12. Promises have to be kept. _____
13. I have to be reminded often to do something. _____

D. Structure

1. I like to be told exactly what to do. _____
2. I like to be able to do things in my own way. _____
3. I like to be given choices of how I can do things. _____
4. I like to be able to work things out for myself. _____
5. I like other people to tell me how to do things. _____
6. I do better if I know my work is going to be checked. _____
7. I do the best I can whether or not the teacher will check my work. _____
8. I hate working hard on something that isn't checked by the teacher. _____
9. I like to be given clear directions when starting new projects. _____

III. Sociological Stimuli

A. When I really have a lot of studying to do:

1. I like to work alone. _____

2. I like to work with my good friend. _____

3. I like to work with a couple of my friends. _____

4. I like to work in a group of five or six classmates. _____

5. I like to work with an adult. _____

6. I like to work with a friend but to have an adult nearby. _____

7. I like to work with a couple of friends but have an adult nearby. _____

8. I like adults nearby when I'm working alone or with a friend. _____

9. I like adults to stay away until my friends and I complete our work. _____

B. The thing I like doing best, I do:

1. alone. _____

2. with one friend. _____

3. with a couple of friends. _____

4. with a group of friends. _____

5. with a grown-up. _____

6. with several grown-ups. _____

7. with friends and grown-ups. _____

8. with a member of my family who is not a grown-up. _____

IV. Physical

1. If I have to learn something new, I like to learn about it by:

a. reading a book. _____

b. hearing a record. _____

c. Hearing a tape. _____

d. seeing a filmstrip. _____

e. seeing and hearing a movie. _____

f. looking at pictures and having someone explain them. _____

g. hearing my teacher tell me. _____

h. playing games. _____

i. going someplace and seeing for myself. _____

j. having someone show me. _____

2. The things I remember best are the things:

a. my teacher tells me. _____

b. someone other than my teacher tells me. _____

c. someone shows me. _____

d. I learned about on trips. _____

e. I read. _____

f. I heard on records. _____

g. I heard on the radio. _____

h. I saw on television. _____

i. I wrote stories about. _____

j. I saw in a movie. _____

k. I tried or worked on. _____

l. my friends and I talked about. _____

3. I really like to:

a. read books, magazines, or newspapers. _____

b. see movies. _____

c. listen to records. _____

d. make tapes on a tape recorder. _____

e. draw. _____

f. look at pictures. _____

g. play games. _____

h. talk to people. _____

i. listen to people talk. _____

j. listen to the radio. _____

k. watch television. _____

l. go on trips. _____

m. learn new things. _____

n. study with friends. _____

o. build things. _____

p. do experiments. _____

q. take pictures or movies. _____

r. use typewriters, computers, calculators, or other machines. _____

s. go to the library _____

t. trace things in sand. _____

u. mold things with my hands. _____

B. Intake

1. I like to eat or drink, or chew while I study. _____

2. I dislike eating or drinking, or chewing while I study. _____

3. While I'm studying I like to:

a. eat. _____

b. drink. _____

c. chew gum. _____

d. nibble on snacks. _____

e. suck on candy. _____

4. I can eat, drink, or chew only after I finish studying. _____

5. I usually eat or drink when I'm nervous or upset. _____

6. I hardly ever eat when I'm nervous or upset. _____

7. I could study better if I could eat while I'm learning. _____

8. While I'm learning, eating something would distract me. _____

9. I often catch myself chewing on a pencil as I study. _____

C. Time

1. I hate to get up in the morning. _____

2. I hate to go to sleep at night. _____

3. I could sleep all morning. _____

4. I stay awake for a long time after I go to bed. _____

5. I feel wide awake after 10:00 in the morning. _____

6. If I stay up very late at night I get too sleepy to remember anything. _____

7. I feel sleepy after lunch. _____

8. When I have homework to do, I like to get up early in the morning to do it. _____

9. When I can, I do my homework in the afternoon _____

10. I usually start my homework after dinner. _____

11. I could stay up all night. _____

12. I wish school would start near lunch time. _____

13. I wish I could stay home during the day and go to school at night. _____

14. I like going to school in the morning. _____

15. I can remember things when I study them:

a. in the morning. _____

b. at lunchtime. _____

c. in the afternoon. _____

d. before dinner. _____

e. after dinner. _____

f. late at night. _____

D. Mobility

1. When I study I often get up to do something (like take a drink, get a cookie, etc,) and then return to work. _____

2. When I study I stay with it until I am finished and then I get up. _____

3. It's difficult for me to sit in one place for a long time. _____

4. I often change my position when I work. _____

5. I can sit in one place for a long time. _____

6. I constantly change position in my chair. _____

7. I can work best for short amounts of time with breaks in between. _____

8. I like getting my work done and over with. _____

9. I like to work a little, stop, return to the work, stop, return to it again, and so forth. _____

10. I like to stick to a job and finish it in one sitting if I can. _____

11. I leave most jobs for the last minute and then have to work on them from beginning to end. _____

12. I do most of my jobs a little at a time and eventually get them done. _____

13. I enjoy doing something over and over again when I know how to do it well. _____

14. I like familar friends and places. _____

15. New jobs and subjects make me nervous. _____

STUDENT'S NAME _____

* introduced -- not tested
/ tested -- without mastery
X mastery of skill

STONE SCHOOL
READING SKILLS CHECKLIST

		K	1	2	3	4	5	6
Letter Mastery								
Consonant Sounds b c d f g h j k l m n p q r s t v w x z	INITIAL							
	FINAL							
Consonant Blends br cr dr gr tr sk sl sp st sw bl cl fl pl	INITIAL							
	FINAL							
Consonant Diagraphs ch sh th wh	INITIAL							
	FINAL							
Variant Sounds c g y								
Long Vowels a e i o u CVC								
Diagraphs ai ay ee ea oa								
Short Vowels a e i o u								
R controlled Vowels ar er ir or ur								
Variant Vowels oo ou ow oi oy ei ie								
Alphabetical Order								
Compound Words								
Contractions								
Endings s es y to i								
Suffixes -er -est -ful -less								
Prefixes un- dis- re-								
Syllabication								
Sight Vocabulary SW 2 USAIL DOLCH								

COMMENTS

K

Readiness Activity
Visual _____
Auditory _____
Motor _____

1

2

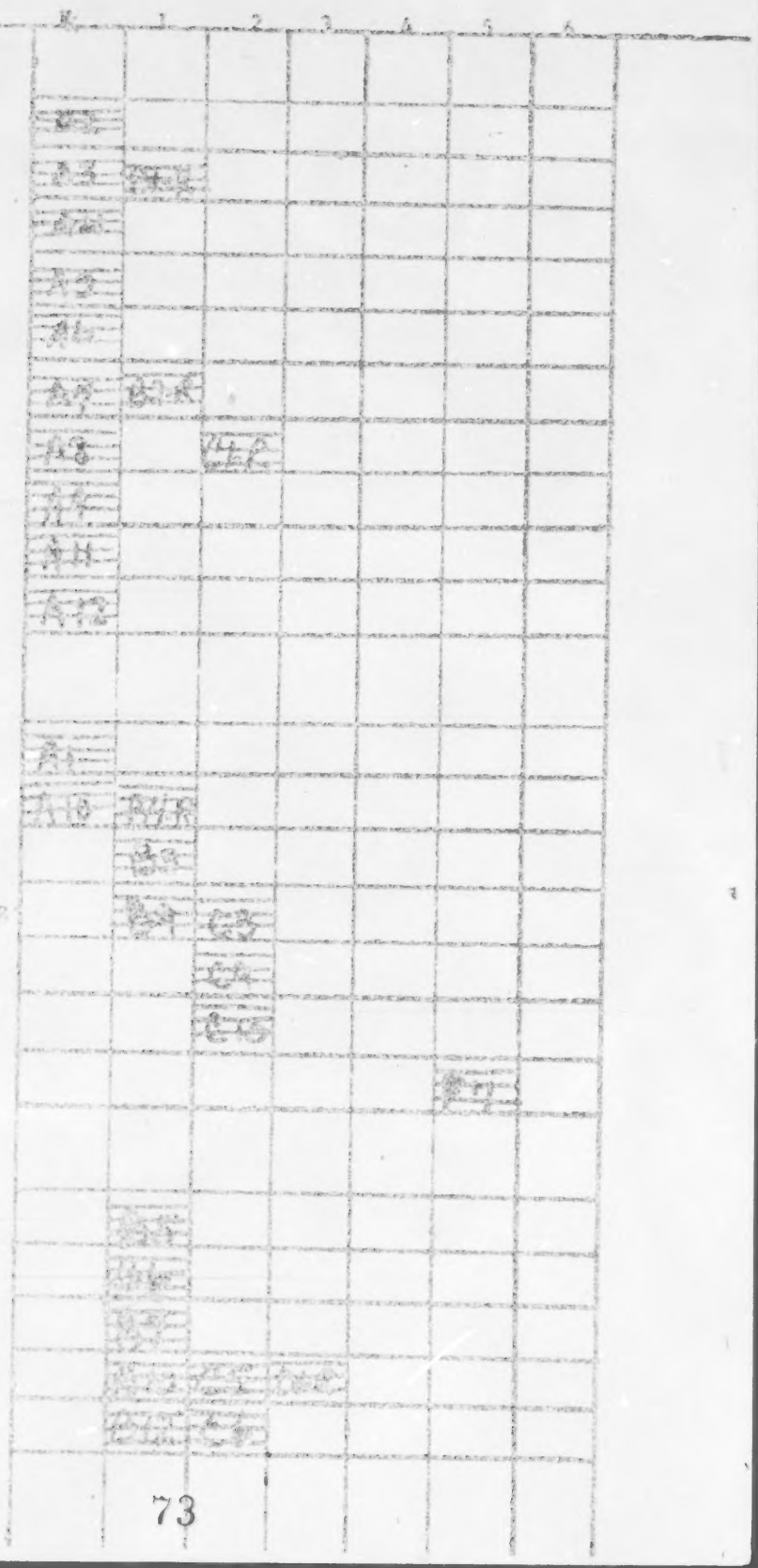
3

69

70

	K	1	2	3	4	5	6	
Word Meaning — Antonyms, Synonyms, homonyms, homographs, homophones, multiple meaning								
Main Idea - Readiness for Grasping the main idea								
Literal meaning of main idea								
Interpretation of main idea								
Supporting details								
Logical Sequence - Following directions								
Organization Related to logical sequences								
Critical & Creative Thinking - Drawing inferences								
Classification of ideas								5
Predicting outcomes								
Context meaning								
Figurative speech								
Cause & Effect								
Compare & Contrast								
Literal								
Interpretive								
Analytic								6
Critical								
Dictionary Skills - Entry Words								72
Guide Words								
Pronunciation - Diacritical Marks								
Use of encyclopedia								
Index								

Student Name _____



I. Sets

1. description
2. equivalent
3. 1 more or less number
4. numbers 1-4
5. zero
6. numbers 0-10
7. number comparison
8. ordering
9. union of sets
10. partitioning of sets

II. Whole Numbers

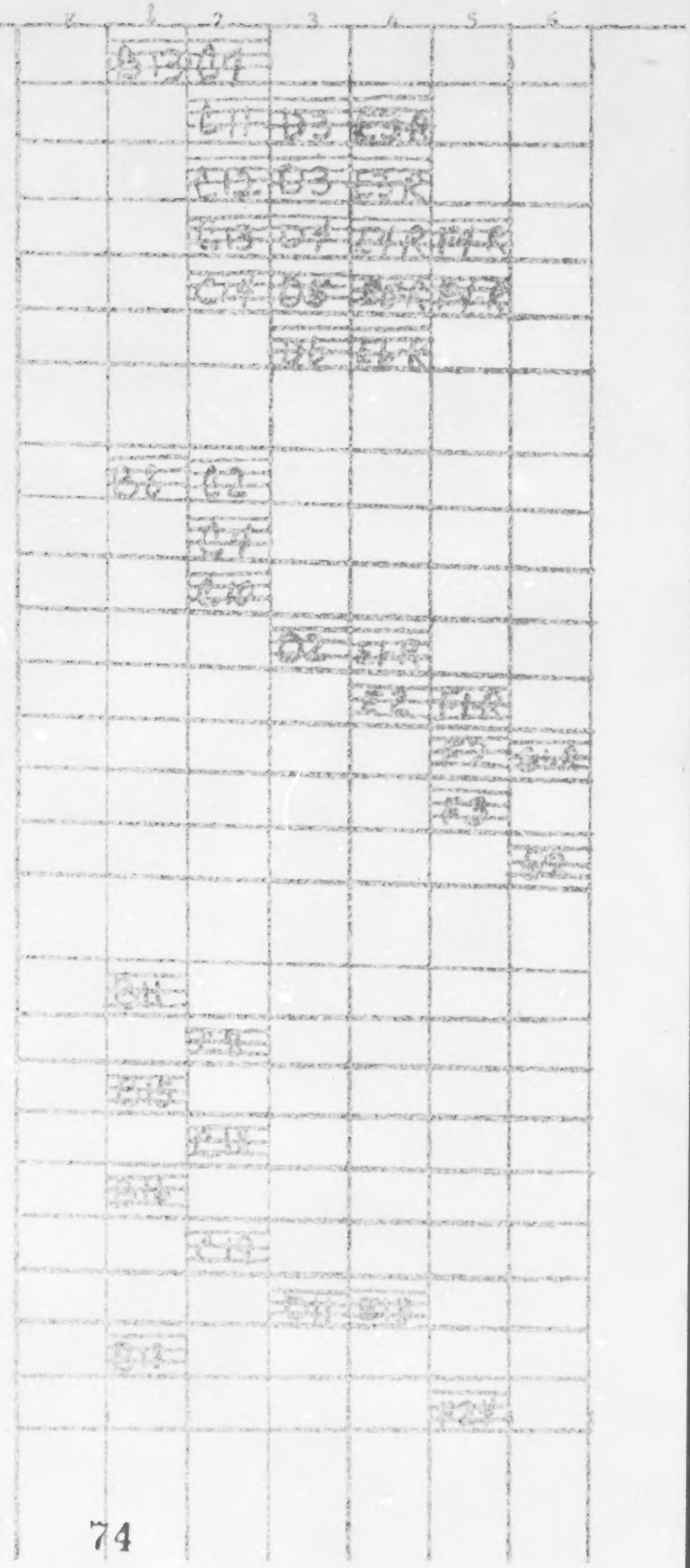
1. counting
2. ordering 0-10
3. writing numbers
4. 0-100 ordering, skip counting
5. Roman Numerals I-XII
6. odd or even, skip counting
7. number theory

III. Addition and Subtraction

1. add, sums through 5
2. sub, sums through 5
3. add,sub., sums through 20
4. add,sub., sums through 10
5. add,sub., sums through 18

Math Continuum
Grades K-6

Student Name _____



6. 3 addends

7. add, without regrouping

8. sub. without regrouping

9. add, regrouping

10. sub., regrouping

11. rounding numbers

IV. Place Value

1. ones and tens

2. ones through hundreds

3. ones through thousands

4. ones through hundred thousands

5. ones through hundred millions

6. large magnitude, exponents

7. bases 4 & 5

8. bases 6 & 8

V. Measurement

1. time- hour, half hour

2. time- 5 minutes

3. length- inches

4. length- inches, centimeters

5. volume- cups, pints, quarts

6. volume- gallons

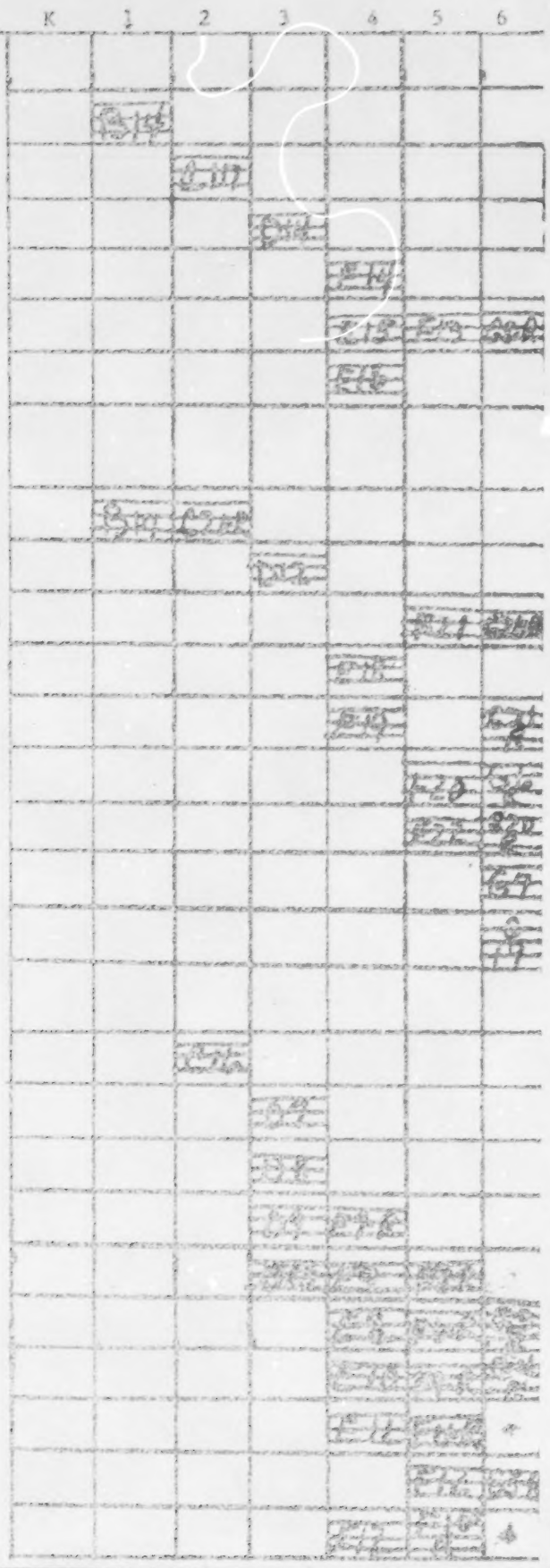
7. area, perimeter, area, volume

8. money- pennies, nickles, dimes

9. metric system

Math Continuum
Grades K-6

Student Name _____



VI. Fractions

1. emphasis on 1/2, 1/3, 1/4
2. halves through fifths
3. halves through eighths
4. parts of wholes
5. comparison
6. improper, mixed numbers

VII. Geometry

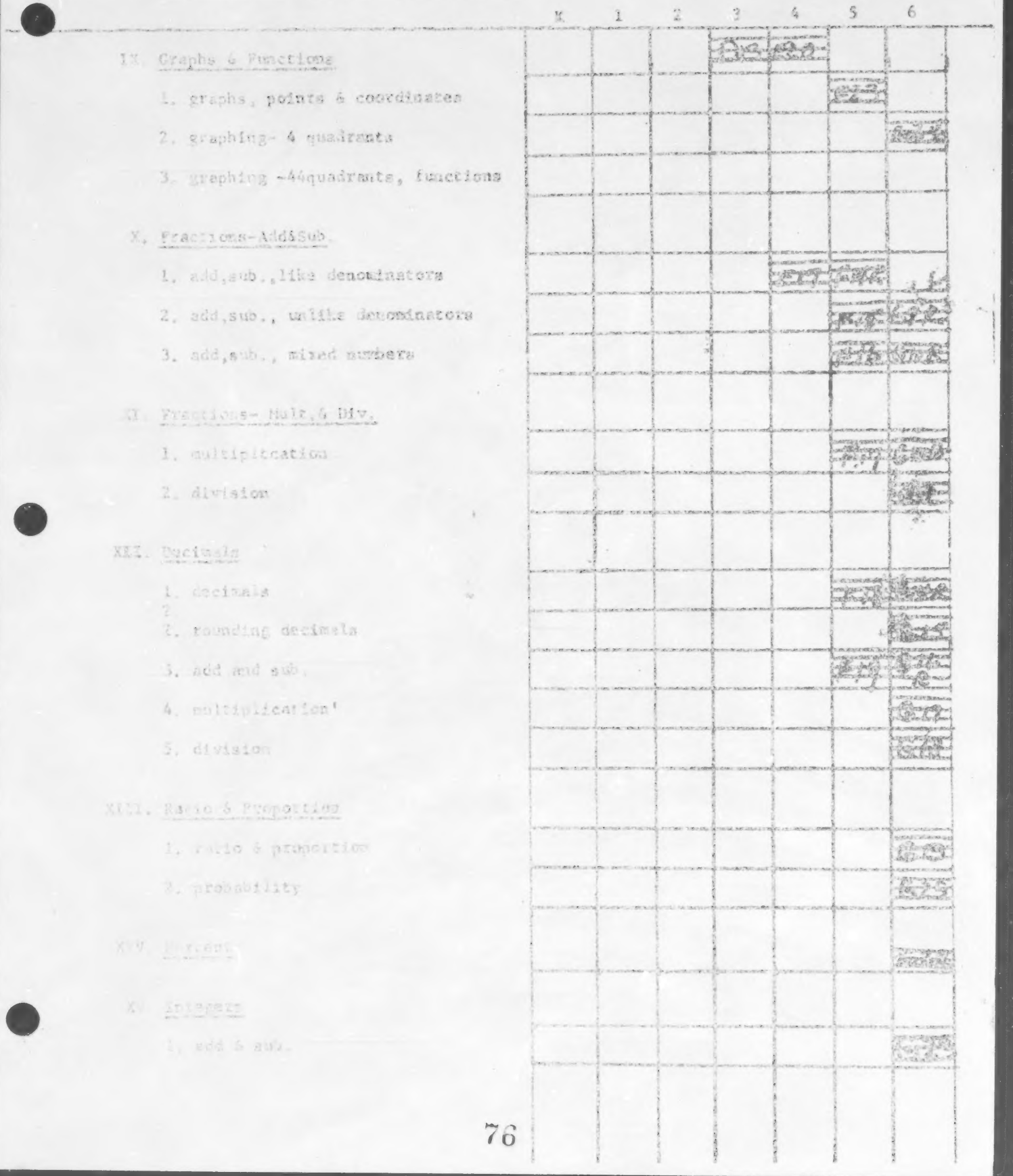
1. shapes
2. plane figures
3. plan figures, congruency, parallel lines
4. circles
5. geometric solids
6. angles
7. area, volume, surface area
8. triangles
9. circles- circumference, area

VIII. Multiplication & Division

1. mult. facts through 5
2. mult., facts through 9
3. division, single digits
4. mult., single digit multipliers
5. division, 1 digit divisor
6. mult., regrouping
7. division, multi-digit divisor
8. averages
9. factors, primes, multiples
10. rounding numbers

Math Continuum
Grades K-6

Student Name _____



Children Classified As Educationally Deficient, Developmental Lag, or Socially/Emotionally Maladjusted *

Student	Primary Category	Secondary Category
(1)	Socially/Emotionally Maladjusted	—
(2)	Educationally Deficient	Socially/Emotionally Maladjusted
(3)	Developmental Lag	Socially/Emotionally Maladjusted
(4)	Educationally Deficient	—
(5)	Developmental Lag	Educationally Deficient
(6)	Developmental Lag	—
(7)	Educationally Deficient	Socially/Emotionally Maladjusted
(8)	Developmental Lag	—
(9)	Developmental Lag	—
(10)	Developmental Lag	Educationally Deficient
(11)	Educationally Deficient	—
(12)	Educationally Deficient	Developmental Lag
(13)	Educationally Deficient	—
(14)	Developmental Lag	—
(15)	Developmental Lag	—
(16)	Socially/Emotionally Maladjusted	—
(17)	Developmental Lag	Educationally Deficient

Student	Primary Category	Secondary Category
(18)	Educationally Deficient	Developmental Lag
(19)	Socially/Emotionally Maladjusted	—
(20)	Educationally Deficient	—

* The secondary category was listed when we felt that it was significant. At this point we would once again want to stress the fact that most of the children in the class exhibited characteristics of more than one of the three categories.

STANFORD DIAGNOSTIC READING TEST

Student	Grade Level	September	May	Gain	% Increase
1	5	2.1	3.1	1.0	47.6
2	6	3.4	4.6	1.2	35.3
3	6	2.4	4.5	2.1	87.5
4	5	0	2.0	2.0	200.0
5	5	2.4	4.3	1.9	79.2
6	6	3.1	4.6	1.5	48.4
7	6	3.1	3.2	.1	3.2
8	5	0	3.4	3.4	340.0
9	6	3.4	5.1	1.7	50.0
10	6	2.5	4.1	1.6	64.0
11	5	4.3	4.4	.1	2.3
12	5	0	3.1	3.1	310.0
13	5	2.0	5.1	3.1	155.0
14	6	2.0	6.2	4.2	210.0
15	5	2.5	4.1	1.6	64.0
16	5	3.1	4.6	1.5	48.4
17	6	2.7	5.8	3.1	114.8
18	5	0	3.2	3.2	320.0
19	6	2.4	4.5	2.1	105.0
20	5	3.4	4.4	1.0	60.3
Total Class Average		2.2	4.2	2.0	90.9

WIDE RANGE MATHEMATICS ACHIEVEMENT TEST

Student	Grade Level	September	May	Gain	% Increase
1	5	3.2	4.2	1.0	31.3
2	6	4.5	5.0	.5	11.1
3	6	3.9	4.3	.4	10.3
4	5	3.6	5.0	1.4	38.9
5	5	2.8	4.5	1.7	60.7
6	6	5.0	5.3	.3	6.0
7	6	4.2	4.7	.5	11.9
8	5	4.2	5.3	1.1	26.2
9	6	3.9	4.7	.8	20.5
10	6	2.3	5.0	2.7	117.4
11	5	3.6	5.0	1.4	38.9
12	5	3.0	4.7	1.7	56.7
13	5	3.0	4.2	1.2	40.0
14	6	3.6	5.2	1.6	44.4
15	5	3.9	4.7	.8	20.5
16	5	4.5	5.3	.8	17.8
17	6	5.2	5.9	.7	13.5
18	5	4.2	5.3	1.1	26.2
19	6	2.6	3.9	1.3	50.0
20	5	2.6	3.9	1.3	50.0
Total Class Average		3.7	4.9	1.2	32.4

STONE SCHOOL

John J. Young, Principal

STUDENT PROGRESS REPORT

Student's Name_____ Date_____

Homeroom Teacher _____ Grade_____

Dear Parents:

Your child's progress at school is impeded in the following areas at this point in the semester. Your cooperation is requested in seeing to it that the deficient areas are taken care of prior to the end of the grading period.

STUDY HABITS:

_____ Is attentive
_____ Works well independently
_____ Completes class work
_____ Completes homework
_____ Follows directions
_____ Works neatly
_____ Works accurately
_____ Works to capacity
_____ Evaluates work
_____ Uses class time effectively
_____ Comes prepared with supplies
_____ Other

SOCIAL HABITS:

_____ Accepts responsibility
_____ Developing self-control
_____ Works and plays harmoniously
_____ Is courteous
_____ Works without disturbing others
_____ Is growing in respect and opinion of others
_____ Other

We feel that the suggestions listed below will enable your child to correct the difficulty which he is having at this time.

Teacher Suggestions:_____

_____

_____

Parent comments:_____

_____

_____

Thank you for your cooperation in this very important aspect of your child's education.

_____ _____
Teacher's Signature Principal's Signature

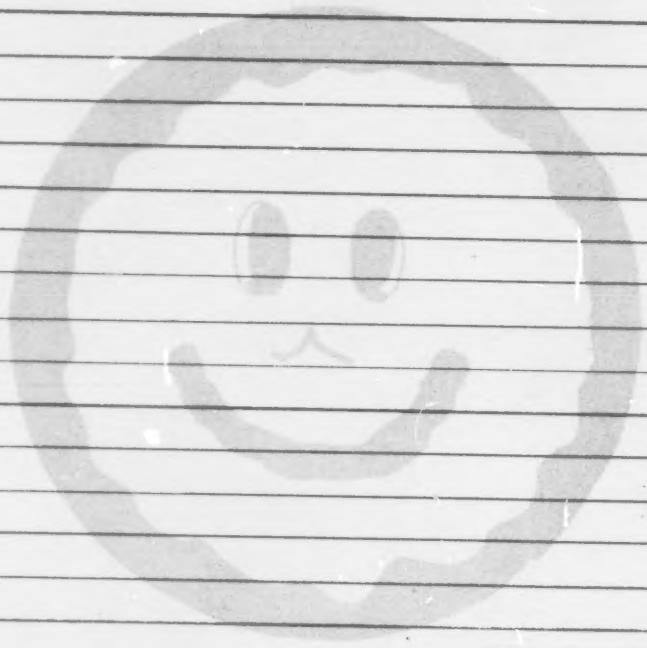
Mother's Signature_____

Father's Signature_____

HAPPY GRAM

TO:

FROM:



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PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

STUDENT	Number of Positive Responses		Stanine		Percentile	
	September	May	September	May	September	May
1	24	39	1	3	4	18
2	69	79	8	9	91	99
3	45	55	4	5	29	55
4	47	64	4	7	33	79
5	76	80	9	9	99	99
6	64	75	7	9	79	98
7	56	70	5	8	57	93
8	18	30	2	2	8	8
9	71	73	8	8	94	96
10	57	71	5	8	60	94
11	-	-	-	-	-	-
12	-	-	-	-	-	-
13	41	61	3	6	21	71
14	65	74	7	9	82	97
15	67	76	7	9	87	99
16	69	74	8	9	91	97
17	47	58	4	6	33	63
18	51	61	5	6	44	71
19	56	73	5	8	57	96
20	33	59	6	6	66	66
Class Average	54	66	5	7	52	85

COOPER-SMITH SELF-CONCEPT SCALE
Number of Positive Responses

Student	September	May	% of Increase (Decrease)
1	40	41	2.5
2	48	47	(2.1)
3	40	41	2.5
4	37	40	8.1
5	43	46	7.0
6	36	41	13.8
7	36	43	19.4
8	37	41	10.8
9	52	46	(11.5)
10	45	46	2.2
11	-	-	-
12	-	-	-
13	39	43	10.2
14	42	44	4.8
15	42	46	9.5
16	43	41	(4.7)
17	41	42	2.4
18	38	38	--
19	32	42	31.3
20	31	41	32.3
Class Average	41	43	4.9%

WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST
September 1975 and May 1976

Student Number	Acting Out	Withdrawal	Distractability	Disturbed Peer Relations	Immaturity	Total Score
1	25-23	6-6	11-8	16-12	9-4	67-53
2	0-0	11-0	3-0	7-3	9-0	30- 3
3	4-0	6-0	2-0	3-0	9-1	24- 1
4	7-7	3-2	5-4	0-0	0-0	15-13
5	0-0	4-0	6-0	0-0	0-0	10- 0
6	0-0	1-0	3-0	0-0	0-0	4- 0
7	5-3	6-4	7-4	0-0	0-0	18-11
8	1-0	6-0	5-5	0-0	0-0	12- 5
9	10-0	0-0	8-0	0-0	0-0	18- 0
10	14-3	2-0	5-0	0-0	0-0	21- 3
11	1-0	4-0	8-2	0-0	3-0	16- 2
12	3-3	4-4	8-6	4-4	0-6	19-23
13	8-0	0-0	7-4	0-0	0-0	15- 4
14	0-0	0-0	1-0	0-0	0-0	1- 0
15	0-0	4-0	3-0	3-0	5-0	15- 0
16	8-8	7-0	2-1	7-3	9-7	33-19
17	0-0	0-0	8-2	0-0	0-0	8- 2
18	0-0	6-0	7-3	3-0	2-0	18- 3
19	6-2	0-0	10-5	7-3	0-0	23-10
20	0-0	4-0	5-4	3-0	2-0	14- 4
Total Score	92-49	74-16	114-48	53-25	48-18	381-156
Total Average	4.6-2.4	3.7-0.8	5.7-2.4	2.7-1.3	2.4-0.9	19.0-7.8

PROFILE ANALYSIS CHART (PAC)

T Score	Scale 1 Acting Out	Scale 2 Withdrawal	Scale 3 Distractability	Scale 4 Disturbed Peer Relations	Scale 5 Immaturity	September vs May
100					10	
	26					
	25			11		
95	24				9	September _____
	23					
90	22			10	8	
	21	14		9	7	May - - - - - - - - - -
85	19	13		8		
	18		13			
	17	12			6	
	16	11	12	7		
75	15	10				
	14		11	6	5	
	13	9	10			
70	12	8				
	11		9	5	4	
	10	7	8			
65						
	9	6	7	4	3	
60	8	5	6	3		
	7					
	6	4	5	2	2	
55	5	3	4			
	4		3			
50	3	2		1	1	
	2	1	2			
	1			0	0	
45	0		1			
		0				
40			0			

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